

## Program Development Of Slbn A Resource Centre In Supporting The Implementation Of Inclusive Education In Bandung

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**Abstract:** The resource centre is a supporting institution formed by both the government or private in order to assist schools in implementing inclusive education in Indonesia. In practice, many schools faced difficulties in implementing inclusive education. This research will provide an objective description of the program of the resource centre that is formed by the Government, namely “Pusat Sumber Bandung” in SLBNA Bandung City. Then the research was focused on improving program from resource centre to be able to answer the needs of schools in the implementation of inclusive education. The method used in this study is a Research and Development (R&D) method with a qualitative approach. Subject in this research is the person in charge and civitas of the Resource Centre SLBNA in Bandung city and teachers from several schools in the Bandung City. The techniques of data collection are interview, observation and documentary study. To achieve the research objectives, researchers will uncover, classify and analyze data relating to the program of the resource centre to be used as materials for formulate the final program. The pre-existing program is serving assistance, advocacy and facilitating the implementation of inclusive education. The result of this research is developing new program. The new program is to provide information to all parties related to inclusive education, provide advocacy for student and parents, provide professional services and develop learning media as a support for the learning process.

**Keywords:** Inclusive education, resource centre, resource centre programs

### 1. Introduction

Through inclusive education children with special needs can learn together with children in general but in several conditions they require special education services. With the development of regular schools into inclusion schools, a variety of situations and conditions

arise in addressing this new development. There are many schools that experience difficulties and obstacles in providing education services to children with special needs in their schools. These difficulties include lack of resources, in this case teachers who can provide special education services, lack of facilities that can support learning process and schools preparation in accepting the presence of students whose abilities are different from other students.

One of the steps taken to support the implementation of inclusive education is to develop collaboration between schools and supporting institutions. The institution developed to carry out this role is the Resource Centre. The Resource Centre is a unit that serves to provide support services for regular schools that implement inclusive education.

The Resource Centre developed by SLBN A has been trying to support the regular schools in Bandung. But in practice there are still many schools that have difficulty in providing education services to their special needs students. Whereas currently the Bandung City Government through the Bandung Mayor Regulation No. 610 in 2016 has provided opportunities for students with special needs to attend all public schools in Bandung. So, the program of resource centre has a large contribution to the implementation of inclusive education in all public schools on an ongoing basis.

Papikyan [1] in a study in Armenia also focused on support for the resource centre to be able to support regular schools in the sustainability of the implementation of inclusive education with a variety of programs. Papikyan [2] states “the review focuses on technical and political support that this model

of special schools as resource centre needs for sustainable development in the future. These activities include trainings of inclusive teachers, consultation and trainings parents, and home training for the children with special needs; creation and development of teaching materials and syllabi; teacher trainings for regional teachers and parents”.

Based on these problems, the researchers assume that the role of the Resource Centre is very important in supporting the implementation of inclusive education in Bandung. So that the existed program need to be revealed, reviewed and developed to enhance the role and function of the Resource Centre.

## 2. Literatur Review

### 2.1. Inclusive Education

Inclusive education means that all students attend and are welcomed in regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education provide services to all students regardless of physical, mental, intellectual, social, economic, gender, ethnicity, culture, place of residence , language and so on. Through inclusive education, students with special needs are no longer discriminated against based on disability barriers. UNESCO [3] explained "inclusive education is a process of strengthening the capacity of education system to reach out to all learners and can thus be understood as a key strategy to achieve Education For All". In line with the above understanding, Sunaryo [4] stated that inclusive education is an innovative and strategic education approach to expand access to education for all children with special needs including children with disabilities.

In the broader context, insclusive education is also interpreted as a form of educational reform that emphasizes the attitude of anti-discrimination, the struggle for equality of rights and opportunities, justice and the expansion of access to education for al. This approach is also emphasized in the UNICEF document on the rights of children with disabilities in education, as follows [5]:

*Inclusive education provides a fundamentally different pedagogical approach to one rooted in deviance or difference. In other words, it stresses:*

- a. *The open learning potential of each student rather than a hierarchy of cognitive skills;*
- b. *reform of the curriculum and a cross cutting pedagogy rather than a need to focus on student deficiencies;*
- c. *active participation of students in the learning process rather than an emphasis on specialized discipline knowledge as key to teachers expertise;*
- d. *common curriculum for all, based upon differentiated and/or individualized instruction, rather than an alternative curriculum being developed for low achievers;*
- e. *teachers who include rather than exclude*

Sunaryo [4] stated that inclusive education is an innovative and strategic educational approach to expand access for all children including children with disabilities. In other context, inclusive education is also interpreted as a form of educational reform that emphasizes the attitude of anti-discrimination, the struggle for equality of rights and opportunities, justice and the expansion of access to education for all.

### 2.2. The Implementation of Inclusive Education

The implementation of inclusive education is the process of implementing the role in ieach school unit which is expected to provide appropriate educational services for their students. This process includes the ability of schools to accommodate diverse student learning needs.

Skjorten [5] srites severa; aspects that need to be considered in the implementation of inclusive education, namely : (1) policy, law, legislation and economy; (2) attitude, experience and knowledge; (3) potential educational changes; (4) cross-sectoral cooperation; (5) local and national curriculum; (6) environmental adaptation.

In article 2 of the Salamanca statement there is a statement about inclusive schools as follows:”Regular schoo;s with inclusive orientation are the most effectively ways to combat discriminatory attitudes, create an open society, build an inclusive society and achieve education for all; more than that, inclusive schools provide effective education to the majority of children and increase efficiency so as to reduce costs for the entire education systems.

In the implementation of inclusive education, schools become an environment that is expected to provide good learning in optimum way in order to meet students learning needs. In this case there is the role of general teachers and/or special education teachers who can develop Individual Educational Plans and adaptation curriculum for students.

### **2.3. Children with special needs**

The term of children with special needs experiences development along with the understanding of science and community awareness and culture. The term children with special needs nowadays has a positive perspective with the term students who have diverse needs.

The Legislation, UU No. 19 of 2011 concerning the ratification of the CRPD (Convention on the Rights of Person with Dissabilities) states that : “Person with disabilities are people who have physical, mental, intellectual or sensory limitations for a long period of time who interact with the environment and attitudes of society can meet obstacles that make it difficult to participate fully and effectively based on equal rights.

Skjorten [6] writes that:”children with special needs are those who have special needs both permanently and temporarily to obtain tailored education services caused by: (1) socio-economic conditions, and/or (2) economic conditions, and/or (3) political conditions, and/or (4) congenital and acquired disorders later in other words, not only discussing exclusive minority groups and not only children with disabilities but also covering most of the students.

### **2.4. Resource Centre as a support system**

One of the support systems for inclusive education is the Resource Centre. The existence of a Resource Centre can be a facilitator of schools around to implement inclusive education. The resource centre is an institution formed by the government and the community, whose management is managed independently and provide supporting power and professional to achieve education for children with special needs. This has been regulated in the Provincial Regulation of West Java No. 7 of 2008, concerning implementation of Education, Article 1 No.40 [9].

Amuda [7] in the Resource Centre Guidelines explains that Resource Centre is an institution that has role: 1) Providing assistance to students with special needs, general teachers, parents, education service agencies and so on; 2) Training and place of work of people with special needs; 3) Conduct a review of the various educational needs of students with special needs; 4) Providing access to students with special needs so they can participate into learning process; 5) Providing training assistance, advocacy and other learning aids.

One of the institution designated as the Resource Centre in Bandung is SLBN A. From the statement above, it is obtained a description that resource centre has a role as an information centre for education and the service for children with special needs as well as support surrounding schools un carrying out inclusive education.

### **2.5. The Resource Centre Programs**

The programs is generally defined as a plan or plan of activity. The program is a unit or unit of activity that will be carried out to realize a predetermined goal. Therefore the program is a series that is carried out not once but continuously [8]. The Resource Centre Programs is an activity that is planned to achieve the objectives of the Resource Centre. Planning for the Resource Centre program is based on the community’s need for information related to inclusive education and strategies learning for children with special needs.

## **3. Material & Methodology**

Based on the problems, researchers used a qualitative approach. Qualitative research is a research based on the philosophy of postpositivism, used to examine the condition of natural objects, where researchers act as a key instrument. Data collection techniques are carried out in triangulation, qualitative data analisys and qualitative research results emphasize meaning rather than generalization [9].

Reffering to the research questions that have been raised, this research will develop a program and test the program so that it will use the research and development (R&D) method. Research and Development (R & D) is defined as a research method that is



intentionally, systematically, aims or directed to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods / strategies / ways, services, certain procedures that are superior, new, effective, efficient, productive and meaningful [10].

In the field of education, Borg and Gall in Sugiyono [11] states that research and development (R & D), is a research method used to develop or validate products used in education and learning.

The location of the study was conducted at SLBNA Resource Center and several inclusive schools in Bandung. The informants in this study consisted of those in charge of the Resource Center and administrators, Principals and teachers of SLBN A Kota Bandung, and several teachers from several schools in Bandung. The selection of informants was done by purposive sampling.

In this study, a complete and scientific data is needed. To obtain valid and accountable data, an adequate data collection instrument is formed. In this study several instruments were used, including observation guidelines, interview guidelines, questionnaire / questionnaire sheets and test instruments. Where each of these instruments will be used according to the aim of the study.

#### 4. Results & Discussion

The SLBN A Resource Center, which is located on Jl Pajajaran Bandung, is named the Bandung Learning Center Center SLBN A. The Learning Resource Center is headed by a coordinator who is an SLBN A teacher and assisted by other teachers and practitioners and academics who act as a consultant and teachers from outside the SLBN A institution.

Until now, the Learning Resource Center is committed to continuing to assist all schools in the city of Bandung related to the implementation of inclusive education from the level of early childhood education to high school. The schools that have been supported by the Learning Resource Center consist of public schools and private schools in Bandung.

The program currently being run are as follows :

##### 1. Assistance for Schools and Parents

In this case assistance is serve for schools or parents who ask for help or support. Mentoring for schools includes socialization for teachers and all school

elements. Whereas for parents includes school information, information about children and children's learning needs as well as mentoring if there are problems related to the child's learning process and others.

##### 2. Provide advocacy on inclusive education and children with special needs.

Advocacy activities are carried out in a variety of ways, such as at events related to the implementation of inclusive education, either on the initiative of the education office or other parties, as well as advocacy for the school and parents both at the school concerned and at the resource center location.

##### 3. Provide facilitation related to the implementation of inclusive education

This support includes assessment for students, information learning media and provision of accompanying special teachers in schools if it needed.

In developing the programs for the Resource Center, researchers are trying to focus on program development based on the findings of school needs regarding support as needed or expected and the development objectives based on the role and function of the resource center as a support system for inclusive education.

Through the interview process with the resource center and two schools researchers identify several findings about the implementation of the program that has been running from the resource center.

The data obtained above are then analyzed using references regarding the role and function of the Resource Centre set by the West Java Education Office [12] as follows, that the role and function of the resource center as a support system for inclusive education are:

1. Provide information about inclusive education
2. Provide routine assesment assistance
3. Provide education services and guidance for children with special needs
4. Become a consultant for all parties who need information, services, special guidance and handling.
5. Conducting cooperation with institutions or NGOs

6. To do innovation in the field of special education, special service education and inclusive education
7. Conducting research and development for the implementation of inclusive education and learning strategies, methods applied to education services for all children inside and outside the classroom
8. Provide education services for children with special needs
9. Plan and conduct training for public and vocational school teachers and other parties who provide training on inclusive education or special education
10. Providing teaching aids / special tools
11. Providing assistance to various parties to improve services to students/children including those with special needs
12. Become a facilitator for all parties in the implementation of inclusive education
13. Giving and receiving referrals/recommendations/referrals in inclusive education services
14. Organize teachers in SLB to carry out additional tasks as special guidance teachers in public schools and vocational schools that implement inclusive education.

## 5. Conclusion

In the further development of the programs, the researchers analyzed the programs that were already running and paid attention to the data findings. The program developed were as follows: 1) Provide information about education services for all children; 2) Advocacy of children and parents; 3) Profesional service assistance; 4) Teachers and parents training; 5) Developing learning media and innovation.

The existence of a Resource Center has an important role in supporting schools around to

organize inclusive education. Regulations that require every school to be able to accept children with special needs have not been followed by readiness from the school. Therefore, the resource centre program is absolutely necessary to answer this challenge, to prepare and develop schools and circumstances to be able to provide quality education services.

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